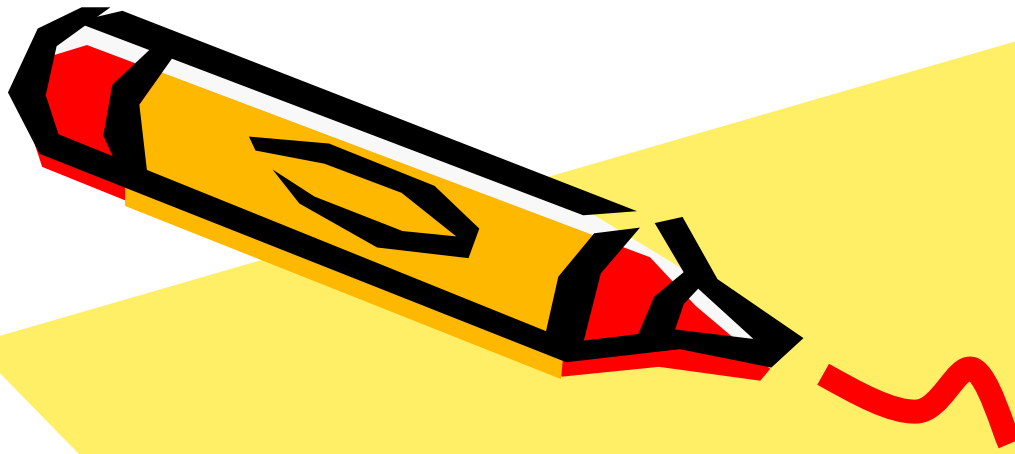




Barrow CEVC
Primary School

Inspire, Create, Discover, Together



Early Reading

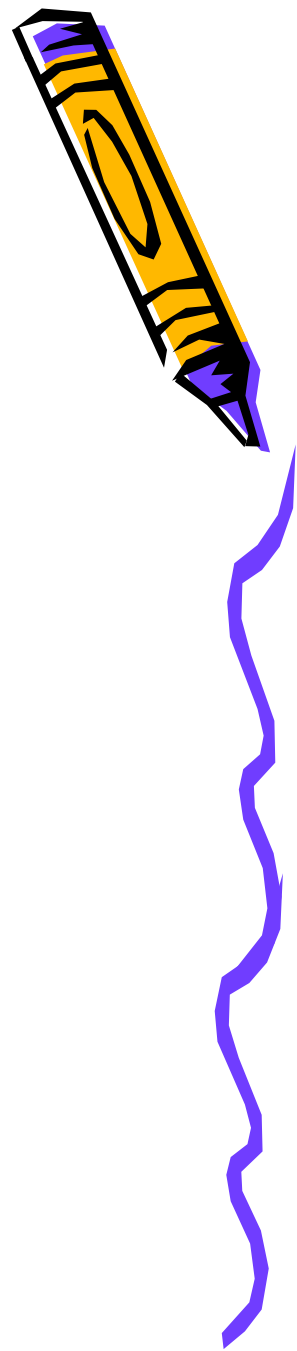
Wednesday 11th November 2020

Mrs Smith

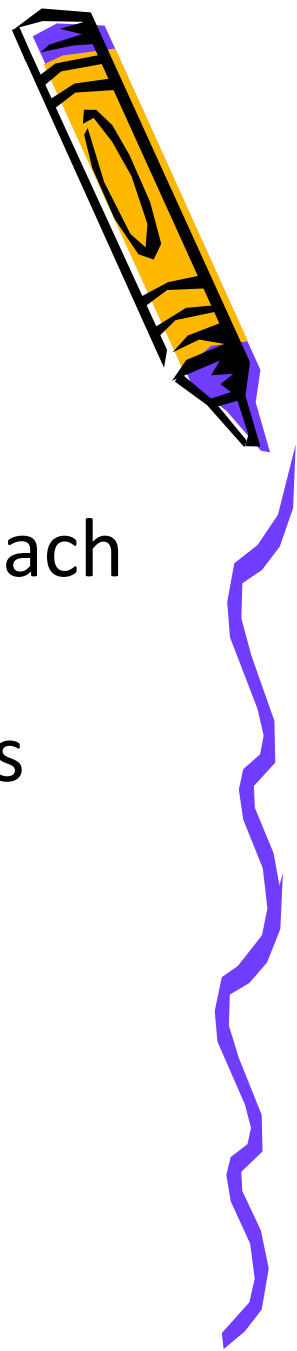


Phonics at Barrow

- 20 minutes explicit teaching every day
- “Letters and Sounds” programme
- 6 distinct phases taught sequentially



What is Phonics?



- Identifying sounds in spoken words
- Recognising the common spellings for each sound (phoneme)
- Blending sounds (phonemes) into words for reading
- Segmenting words into (sounds) phonemes for spelling



Some definitions....

A *phoneme* is the smallest unit of sound in a word- what you hear!

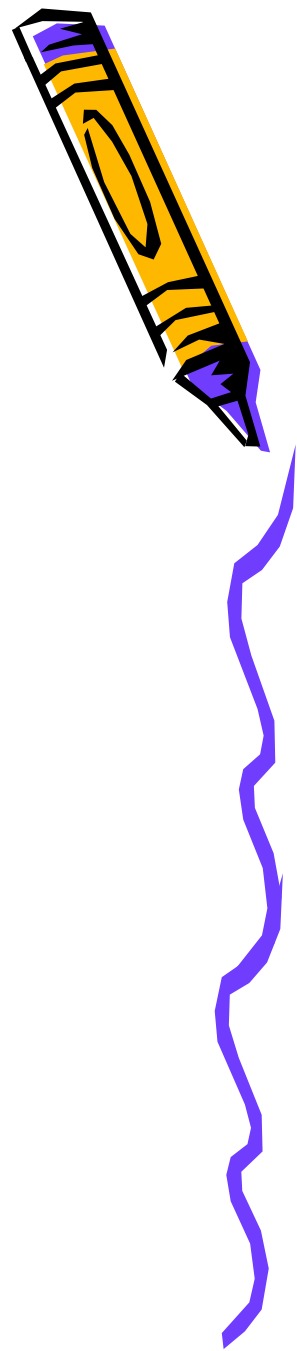
c-u-p

d-o-g

sh-e-ll

r-ai-n

n-igh-t



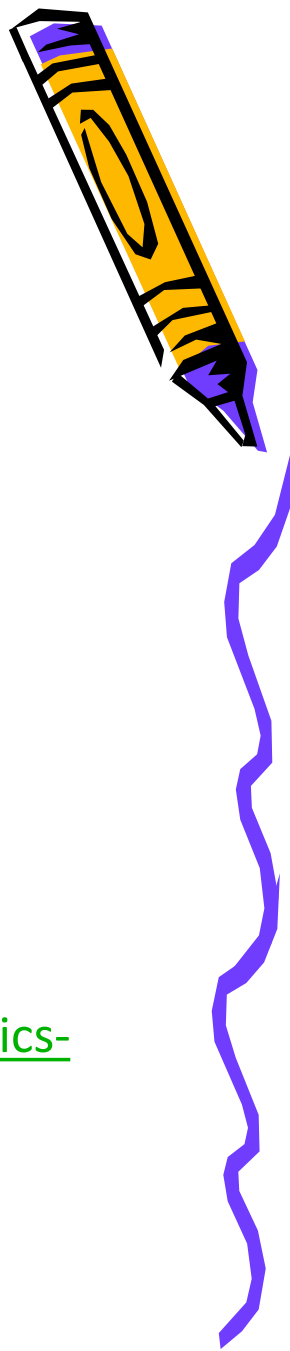
Enunciation

- Phonemes (sounds) should be articulated precisely and clearly

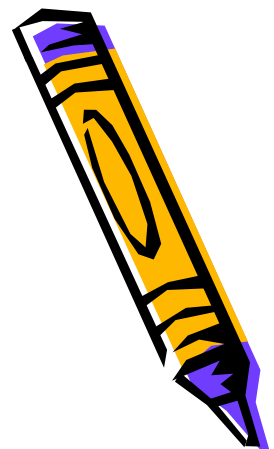
n m s t

Oxford Owl Website

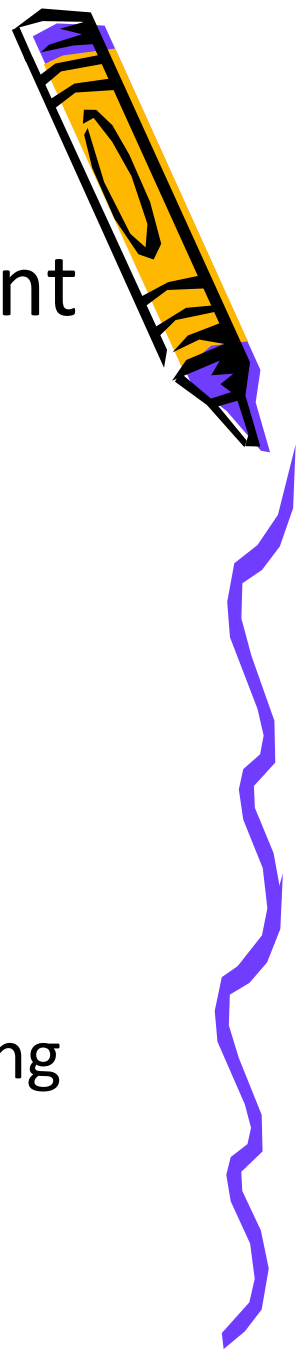
<https://www.oxfordowl.co.uk/for-home/oxford-owl-videos/phonics-videos/>



- Phonemes should be articulated clearly and precisely
- Most consonants should be pronounced in a continuous manner ssssssss, mmmmm
- All phonemes need to be said with care so that they do not become distorted e.g muh
- Some phonemes need to be said in the short form /c/ /t/ /p/ /b/ /d/ /g/
- In Reception we use “Jolly Phonics” actions and songs to introduce the phonemes.



A *grapheme* is how we write/represent
the phoneme (sound)



What you see!

t ai igh

Some phonemes (sounds) are represented using
more than 1 letter shape.



A phoneme can be represented by one or more letters

Digraph

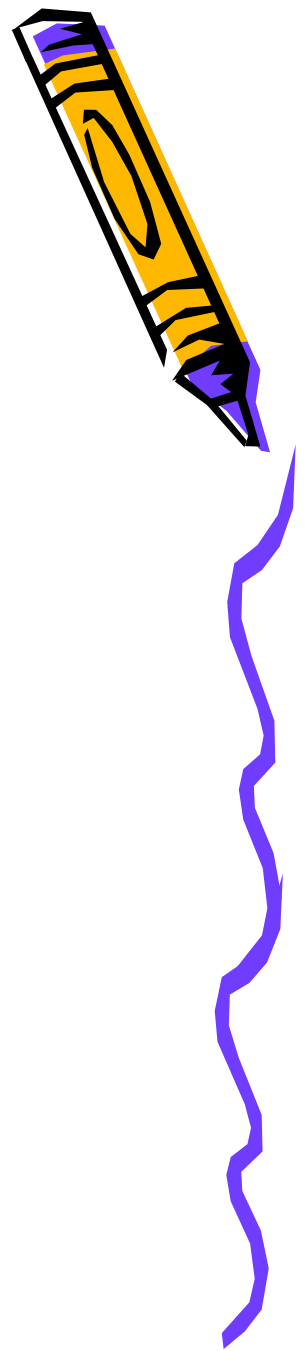
Two letters, which make one sound/phoneme

sh in **sh**-o-p, ch in **ch**-i-p

Trigraph

Three letters, which make one sound

igh in l-**igh**-t ear in h-**ear**



Blending for reading



Recognising the phonemes
in a written word, for example
c-u-p, and merging them in the order in
which they are written to pronounce
the word 'cup'



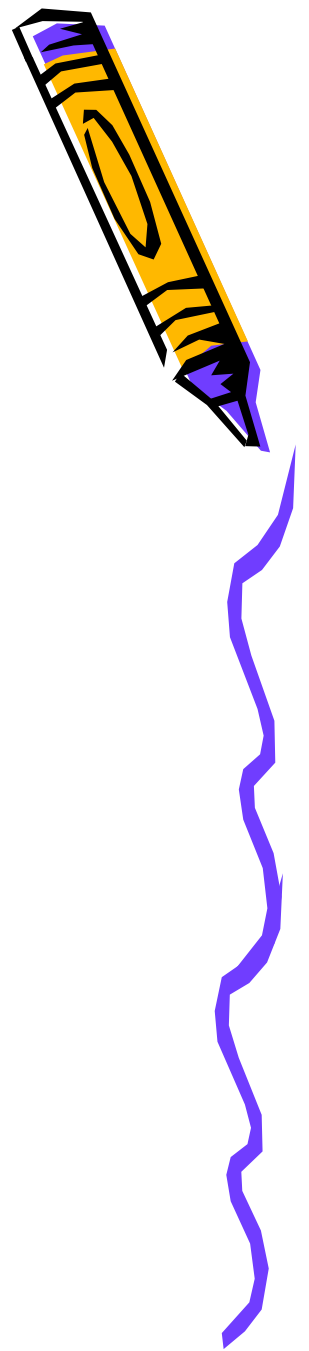
Segmenting for writing



Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'



Sound buttons



- Decodable words

cat
● ● ●

help
● ● ● ●

~~boat~~
~~● ● ● ●~~

boat
● — ●

shed
— ● ●



The same phoneme (sound) can be represented/spelt in more than one way

This is very common particularly among the vowels, e.g.

rain, ma**y**, la**k**e

burn, **f**irst, **t**erm

| | | | | | |
|---|----------|---|-----|---|----------|
| ai ay  | a-e | ee  | ea | ie igh  | y i-e |
| oa ow  | o-e | ue ew  | u-e | er ir  | ur |
| or au  | al aw | oi  | oy | ou  | ow |



Overview of Phases

Phase 1 : Rhyming , keeping rhythms and start to relate letter sounds to words e.g. b is for bag **Nursery**

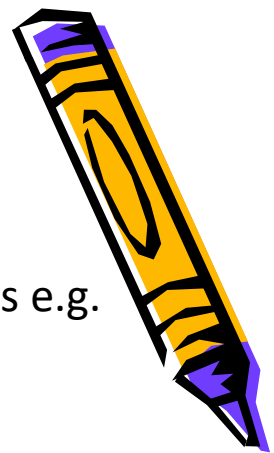
Phase 2 : Learn initial letter sounds and build words with 3 phonemes. **Reception**

Phase 3 : Learn all 44 phonemes and blend sounds together to read words
Reception

Phase 4 : Blend consonants together to read difficult words e.g. blue , grab **Year One**

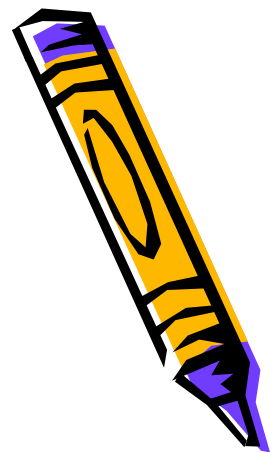
Phase 5 : Learn how to spell letter sounds in more than one way e.g rain, day ,
make **Year One / Year Two**

Phase 6 : Learn how to spell word specific spelling e.g turned , beautiful **Year Two**



High Frequency Words

- The majority of high frequency words are phonically regular
- Some high frequency words are more difficult to sound out e.g. ***the*** and ***was***. These should be directly taught (tricky words)



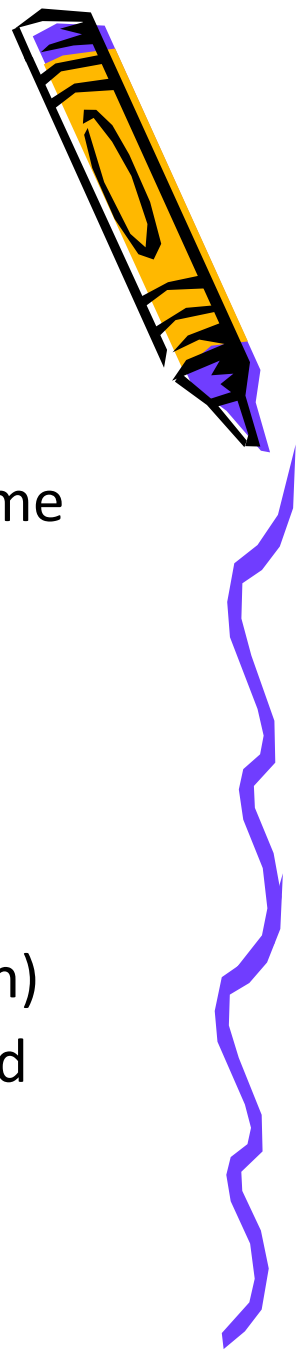
Effective Phonics at Barrow...

- Children understand the purpose of learning phonics and have lots of opportunities to apply their developing skills in purposeful and engaging reading & writing activities.
- Children are able to apply the highly important skill of blending phonemes in the order in which they occur, all through the word to read it.
- Children are able to apply the skills of segmenting, breaking down words into their individual phonemes.
- It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal



How to help at home...

- Consolidate sounds taught in school at home through engagement with the phonics home learning set
- Reinforce the letter sound & name
- Incorporate phonics into everyday conversations at home
“I spy” “Robot Speak”
- Make use of websites/interactive games/songs
- Helping to learn tricky words
- Read every night with your child (reading book/reading task)
- Read to your child (picture books stories and non fiction)
- Make reading meaningful - Encourage your child to read when you are out and about signs, labels etc.



Any questions?

